

Third Grade Social Studies Pacing Guide

Resources Revised: August 15, 2020

Waynesboro Public Schools

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This pacing guide reflects the History and Social Science Standards of Learning approved by the Virginia Board of Education, Fall, 2015.

The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education Fall 2015, is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments.

The standards and curriculum framework are not intended to encompass the entire curriculum for a given grade level or course, or prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and curriculum framework into a broader, locally-designed curriculum. The curriculum framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of individuals whose study further the standards and clarify the concepts under investigation are found in the curriculum framework.

The format of the Curriculum Framework facilitates teacher planning by identifying important concepts, and essential understandings, knowledge, and skills. Together, those key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

Essential Skills

The essential history and social science skills are outlined in standard 1 for each grade level or course. History and social science skills are a key component of understanding historical, geographical, political, and economic events or trends. They are tools used to increase student understanding of the history and social science curriculum. The development of these skills is also important in order for students to become better-informed citizens.

The structure of the Curriculum Framework for Standard 1 deviates slightly from that used for the other standards. Like the format for the other standards, the first column for Standard 1 contains “Essential Understandings.” However, the second column contains *examples* of how the skill may be applied in the classroom rather than a description of Essential Knowledge specific to the particular grade level or course. Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

Essential Understandings

The Essential Understandings column includes the fundamental background information necessary to acquire and apply the essential knowledge. Teachers should use these understandings as a basis for lesson planning, as they should help students develop a sense of context and why the essential knowledge is relevant to the overarching standard statement.

Essential Knowledge

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

STANDARD 3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) Identifying artifacts and primary and secondary sources to understand events in world cultures;**
- b) Using geographic information to support an understanding of world cultures;**
- c) Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures;**
- d) Summarizing points and evidence to answer a question;**
- e) Comparing and contrasting ideas and perspectives to better understand people or events in world cultures;**
- f) Determining relationships with multiple causes or effects;**
- g) Explaining connections across time and place;**
- h) Using a decision-making model to make informed decisions;**
- i) Practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and**
- j) Accessing a variety of media, including online resources.**

Government in Our Communities, Citizenship, & United as Americans
SOL 3.12, 3.13, & 3.11

Weeks 2-4

3.12 The student will recognize the importance of government in the community, Virginia, and the United States of America by
a) explaining the purpose of laws;
b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken; and
c) explaining that government protects the rights and property of individuals.

Essential Understandings	Essential Knowledge	From Standard 3.1
<p>Government protects the rights and property of individuals.</p> <p>Government exists at the local (community), state (Virginia), and national (United States) levels.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> community: A place where people live, work, and play laws: Important rules written and carried out by government government: A group of people who makes laws, carries out laws, and decides if laws have been broken <p>The purpose of laws is to keep people safe and maintain order.</p> <p>The purpose of government is to make laws, carry out laws, and decide if laws have been broken.</p> <p>Governments are necessary because they develop the laws and protect the rights and property of individuals.</p>	<p>Essential Understandings from 3.1c: Interpretation involves using information found on charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.</p> <p>Close examination and interpretation of data and images are essential to making informed decisions.</p> <p>3.1c Experiences may include but are not limited to... Survey family members to determine ways they help their community, country, and world. Create a web or simple bar graph to show the results.</p> <p>3.1i Experiences may include but are not limited to... Participate in classroom activities to demonstrate respect for community rules and laws.</p> <p>Work in groups to determine an action the class can take to serve the community, state, or nation (collaborating).</p>

3.11 The student will explain the responsibilities of a good citizen, with emphasis on
a) respecting and protecting the rights and property of others;
b) taking part in the voting process when making classroom decisions;
c) describing actions that can improve the school and community;
d) demonstrating self-discipline and self-reliance;
e) practicing honesty and trustworthiness; and
f) explaining the purpose of rules.

Essential Understandings	Essential Knowledge	From Standard 3.1
<p>A good citizen has a variety of responsibilities that contribute to society as a whole.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> Rules: Guidelines for how people should act or behave Laws: Important rules written and carried out by government <p>Responsibilities of a good citizen</p>	<p>3.1c Experiences may include but are not limited to... Gather information about how students in the class demonstrate good citizenship. Create a class chart to show examples in each month of the school year.</p> <p>3.1f Experiences may include but are not limited to... Explain how being a good citizen and encouraging others to be good citizens impact the community.</p>

	<ul style="list-style-type: none"> • Respecting and protecting the rights and property of others • Taking part in the voting process when making classroom decisions • Describing actions that can improve the school and community • Demonstrating self-discipline and self-reliance • Practicing honesty and trustworthiness <p>The purpose of rules and laws is to keep people safe and maintain order.</p>	<p>Essential Understandings from 3.1i: Good citizens:</p> <ul style="list-style-type: none"> • Collaborate to achieve shared goals. • Compromise to reach an agreement. • Participate in classroom activities to demonstrate respect for rules. <p>Essential Understandings from 3.1j: Developing fluency in social studies vocabulary improves comprehension of verbal, written, and visual sources about world cultures.</p> <p>Accessing a variety of media involves locating information in the classroom, the school, the community, and on the internet.</p> <p>3.1j Experiences may include but are not limited to... Create a list outlining the characteristics of a good citizen. Use images of classmates demonstrating the characteristics of good citizens.</p>
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3.13 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

Essential Understandings	Essential Knowledge	From Standard 3.1
<p>The American people come from diverse ethnic and national origins and are united as Americans by basic American principles.</p> <p>Being an American is defined by the shared basic principles of the republican form of government.</p> <p>There are many ways that people can serve their community, state, and nation.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Republican form of government: A representative democracy • The American people come from different ethnic origins and different countries, but are united as Americans by the basic principles of a republican form of government, including individual rights to life, liberty, and the pursuit of happiness; and equality under the law. <p>Benefits of diversity</p> <ul style="list-style-type: none"> • Food • Clothing • Music <p>Some of the ways that people can serve their community, state, and nation include</p> <ul style="list-style-type: none"> • Being a volunteer • Getting involved in community projects • Serving as a government official • Joining the military • Voting 	<p>3.1j Experiences may include but are not limited to... Listen to guest speakers discuss food, clothing, and music from their culture. Create a photo story about the benefit of diversity.</p>

RESOURCES AND ACTIVITIES		TEACHER NOTES
<p>Five Ponds Press – Our World Far and Wide: Pg 62-67 and 92-99.</p> <p>Enhanced Scope and Sequence: Pg 107-119, 120-147 (3.11, 3.12), Enhanced Scope & Sequence Grade 2 p.16-19</p>	<p>Enhanced Scope & Sequence – Grade 2 p.3-15, 90-101 (review)</p> <p>Books: http://fivepondspressbooks.com/index.html</p>	

3.6 The student will develop map skills by using globes and maps to locate and describe
 a) major rivers, mountain ranges, and other geographic features of Africa;
 b) major rivers, mountain ranges, and other geographic features of Asia;
 c) major rivers, mountain ranges, and other geographic features of Europe;
 d) major rivers, mountain ranges, and other geographic features of North America; and
 e) major rivers, mountain ranges, and other geographic features of South America.

Essential Understandings	Essential Knowledge	From Standard 3.1
<p>The continents of Africa, Europe, Asia, North America, and South America have unique geographic features.</p>	<p>Major rivers, mountain ranges, and other geographic features of Africa</p> <ul style="list-style-type: none"> • Nile River <ul style="list-style-type: none"> • The Nile River is the longest river in the world. • Atlas Mountains <ul style="list-style-type: none"> • The Atlas Mountains separate the coastlines of the Mediterranean Sea and the Atlantic Ocean from the Sahara Desert. • Sahara Desert <ul style="list-style-type: none"> • The Sahara Desert is the largest hot desert in the world. <p>Major rivers, mountain ranges, and other geographic features of Asia</p> <ul style="list-style-type: none"> • Huang He River <ul style="list-style-type: none"> • The Huang He River flows through much of China. • Himalaya Mountains <ul style="list-style-type: none"> • The Himalaya Mountains are home to some of the highest peaks on Earth. • Gobi Desert <ul style="list-style-type: none"> • The Gobi Desert is Asia’s largest desert. <p>Major rivers, mountain ranges, and other geographic features of Europe</p> <ul style="list-style-type: none"> • Mediterranean Sea <ul style="list-style-type: none"> • The Mediterranean Sea is an intercontinental sea situation between Europe to the north, Africa to the south, and Asia to the east. • Alps Mountains 	<p>Essential Understandings from 3.1b: Using geographic information helps develop an awareness of the relationship between time and place.</p> <p>Using geographic information involves asking questions and drawing conclusions about information found on a map.</p> <p>3.1b Experiences may include but are not limited to... Ask questions and draw conclusions about world cultures using information found on a map.</p> <p>Geographic Information</p> <ul style="list-style-type: none"> • Variety of historical and cultural maps • Satellite images • Images/photographs • Physical and political maps • Digital maps <p>Use a simple world map to identify where ancient civilizations were located (ancient Egypt, ancient China, ancient Greece, ancient Rome, and the West African empire of Mali).</p> <ul style="list-style-type: none"> • Use images/photographs of the present day country to predict where people lived in ancient times. • Construct a map with a legend to show trade routes between ancient civilizations.

	<ul style="list-style-type: none"> • The Alps are the largest mountain system in Europe. • Italian Peninsula <ul style="list-style-type: none"> • The Italian Peninsula is a boot-shaped peninsula in southern Europe extending into the Mediterranean Sea. <p>Major rivers, mountain ranges, and other geographic features of North America</p> <ul style="list-style-type: none"> • Mississippi River/Rio Grande <ul style="list-style-type: none"> • The Mississippi River is one of the longest rivers in North America. • The Rio Grande marks a part of the boundary between Mexico and the United States. • Rocky Mountains/Appalachian Mountains <ul style="list-style-type: none"> • The Rocky Mountains are located in western North America and extend from Canada to New Mexico. • The Appalachian Mountains are located in eastern North America and extend from Canada to Alabama. • Great Lakes <ul style="list-style-type: none"> • The Great Lakes are a series of interconnected freshwater lakes located in northeastern North America. <p>Major rivers, mountain ranges, and other geographic features of South America</p> <ul style="list-style-type: none"> • Amazon River <ul style="list-style-type: none"> • The Amazon River is the second longest river in the world. • Andes Mountains <ul style="list-style-type: none"> • The Andes Mountains are the longest continental mountain range in the world. • Rainforest <ul style="list-style-type: none"> • The Amazon rainforest is the largest tropical rainforest in the world and includes many types of plants and animals. 	<ul style="list-style-type: none"> • Describe how geography had a direct impact on the lives of the ancient people and describe how they adapted to their environment. <p>3.1e Experiences may include but are not limited to... Create a T-chart that compares the different geographic features of two ancient cultures.</p> <p>3.1g Experiences may include but are not limited to... Use maps and images to make connections between the geography of China and Egypt.</p> <p>3.1j Experiences may include but are not limited to... Use images of ancient world cultures to create a picture book to describe the geography of the area.</p>
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3.5 The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps

- a) at the beginning of their culture;
- b) during the period of greatest influence; and
- c) today.

Essential Understandings	Essential Knowledge	From Standard 3.1
<p>The size and location of ancient world cultures has changed over time.</p>	<p>Viewing maps of ancient civilizations during different time periods provides an introduction to understanding the changes in the relationship between peoples, places, and environments.</p> <p>Location of ancient world cultures at the beginning of their culture: Ancient China was located in eastern Asia around the Huang He River. Ancient Egypt was located along the Nile River in northeast Africa. Ancient Greece was located on a peninsula with many islands surrounded by the Mediterranean Sea. Ancient Rome was located by a river on a peninsula in the Mediterranean Sea. The West African empire of Mali was located by a river in the grassland region in West Africa.</p> <p>Location of ancient world cultures during their greatest influence: Ancient China spread southward to the Yangtze River. Ancient Egypt spread southward along the Nile River and east and west along the Mediterranean coast. Ancient Greece spread throughout the eastern Mediterranean region. Ancient Rome spread throughout the Mediterranean region and most of western Europe. The West African empire of Mali spread westward to the Atlantic coast and north into the Sahara desert.</p> <p>Location of ancient world cultures today: China includes most of East Asia westward into the deserts of Central Asia.</p>	

	<p>Egypt is located in the northeastern corner of Africa along the Nile River.</p> <p>Greece is located on a peninsula with many islands surrounded by the Mediterranean sea.</p> <p>Rome is a city located in present day Italy.</p> <p>Mali is a country located in West Africa.</p>	
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RESOURCES AND ACTIVITIES	TEACHER NOTES
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<p>Class Globes and Maps of Virginia, the United States, and the World</p> <p>Continent Song</p>	<p>Review Enhanced Scope & Sequence Grade 2 p.20-43</p> <p>Explorer’s Rap Song (Barbara Willis)</p> <p>Case of the Missing Trunks – Project related to explorers at www.fcps.k12.va.us/kingsparkes/technology/webquests/explorers/index.htm</p> <p>Books: http://fivepondspressbooks.com/index.html www.superteacherworksheets.com</p> <p>Google Earth</p>	<p>K.3 –K.5, 1.4-1.6, 2.4-2.6</p>
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Ancient Civilizations
SOL 3.7, 3.3, 3.4, and 3.2

Weeks 17-20

3.7 The student will describe how people in ancient world cultures adapted to their environment.

Essential Understandings	Essential Knowledge	From Standard 3.1
<p>People in ancient world cultures adapted to their environment in different ways.</p>	<p>Human activities develop in response to physical environments. When the environment does not meet human needs, people adapt to meet those needs.</p> <p>Ways people in the ancient world cultures adapted to their environments</p> <p>Ancient China:</p> <ul style="list-style-type: none"> • Farmed in fertile soil along the rivers • Fished in the river and seas • Mined natural resources <p>Ancient Egypt:</p> <ul style="list-style-type: none"> • Farmed in fertile soil along the Nile River • Created irrigation systems • Traded along the Mediterranean coast <p>Ancient Greece:</p> <ul style="list-style-type: none"> • Limited farming due to mountains • Traded across the Mediterranean Sea • Built ships to fish and trade in the Mediterranean Sea <p>Ancient Rome:</p> <ul style="list-style-type: none"> • Limited farming due to mountains • Traded across the Mediterranean Sea • Built roads to connect to land in western Europe and Africa <p>Western African empire of Mali:</p> <ul style="list-style-type: none"> • Mined gold • Traded gold for salt from the Sahara Desert • Farmed and raised animals on the grasslands. 	<p>Essential Understandings from 3.1b: The physical geography of a location had a direct impact on the lives of ancient people and how they adapted to their environment.</p>

3.3 The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.

Essential Understandings	Essential Knowledge	From Standard 3.1
<p>The ancient Greeks and Romans were two groups of people who made significant contributions to society in terms of architecture, government, and sports.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • direct democracy: A government in which people vote to make their own rules and laws 	<p>Essential Understands from 3.1a: Identifying includes viewing and using information sources to draw conclusions.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p>

<p>The ancient Greeks and Romans have influenced the lives of people today.</p>	<ul style="list-style-type: none"> representative democracy: A government in which the people vote for (elect) a smaller group of citizens make the rules and laws for everyone <p>Architecture The architects of ancient Greece and Rome used columns and arches in the construction of their buildings. Ancient examples still exist today.</p> <ul style="list-style-type: none"> Greece: The Parthenon (columns) Rome: The Colosseum and aqueducts (arches) <p>The arts Mosaics, sculpture, and paintings are displayed on buildings.</p> <ul style="list-style-type: none"> Greece: Pottery Rome: Mosaics <p>The government of the United States The government is based on ideas developed in ancient Greece and Rome.</p> <ul style="list-style-type: none"> Greece: Birthplace of democracy (government by the people); a direct democracy Rome: Republican (representative) form of government; a representative democracy <p>Sports Olympic games of today are modeled after the games of ancient Greece.</p>	<p>A primary source is an artifact, document, image, or other source of information that was created at the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>3.1a Experiences may include but are not limited to... Use images to make observations, ask questions and draw conclusions about the contributions of ancient Greece and Rome.</p> <p>3.1c Experiences may include but are not limited to... Have students conduct surveys to determine which contributions from world cultures had the greatest influence on the United States. Graph the results.</p> <p>Have students illustrate the land and contributions of ancient China, ancient Egypt, Greece, Rome, and the West African empire of Mali. Use these pictures to create a chart or diagram that show distinctions and connections between world cultures.</p> <p>Essential Understandings from 3.1d: Asking questions involves making observations about the world and framing them as inquiries to solve a problem.</p> <p>Asking a variety of questions takes learning further and deepens our understanding.</p> <p>Summarizing points and evidence involves assembling information to craft an answer to a question.</p> <p>3.1d Experiences may include but are not limited to... When reading about ancient world cultures, have students support their thinking with evidence from the text.</p> <p>Evidence can include observations from images, articles, books, and reputable Web sites.</p> <ul style="list-style-type: none"> Generate a question about the relationship between the physical environment and economic activities in ancient Egypt or China. Summarize evidence to answer the question in a multimedia presentation or museum exhibit. After viewing images of modern buildings featuring arches and columns, generate questions about the influence of ancient Greece and Roman architecture on buildings in America. Have students support their answers with specific observation from the images. Examine maps of ancient cultures. Generate questions about change over time by viewing satellite images of modern-day Egypt, China, Rome, and Mali. Have students support their answers with specific observations from the images. <p>Essential Understandings from 3.1e: Comparing and contrasting examine similarities and differences among people, places, or events.</p> <p>Being able to compare and contrast helps us to understand important similarities and differences between people or events.</p>
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3.4 The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).

Essential Understandings	Essential Knowledge	From Standard 3.1
<p>Most of what we know about Mali’s history comes from oral accounts that were handed down by Mali storytellers.</p> <p>Mali was ruled by rich and powerful kings.</p> <p>Early Mali was a wealthy trading empire before Columbus sailed to America.</p>	<p>Africa was the home to several great empires. One of the most prosperous was the early West African empire of Mali.</p> <p>Many storytellers in Mali passed on stories and traditions from one generation to the next.</p> <p>The kings of Mali were rich and powerful men who controlled trade in West Africa. Mali became one of the largest and wealthiest empires in the region and was an important trade center.</p> <p>Mali lay across the trade routes between the sources of salt in the Sahara Desert and the gold region/mines of West Africa. For the people of the desert, salt was a valuable natural resource. People used salt for their health and for preserving foods. Miners found gold in Western Africa. Therefore, salt was traded for gold.</p> <p>Timbuktu was an important city in Mali. It had a famous university with a large library containing Greek and Roman books.</p>	<p>3.1a Experiences may include but are not limited to... Use storytelling (oral traditions) to determine how people of Mali passed on stories and traditions from one generation to the next.</p> <p>3.1c Experiences may include but are not limited to... Have students conduct surveys to determine which contributions from world cultures had the greatest influence on the United States. Graph the results.</p> <p>Have students illustrate the land and contributions of ancient China, ancient Egypt, Greece, Rome, and the West African empire of Mali. Use these pictures to create a chart or diagram that show distinctions and connections between world cultures.</p>

3.2 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

Essential Understandings	Essential Knowledge	From Standard 3.1												
<p>Ancient people made contributions that affect the present world.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Ancient: Long, long ago • Architecture: The design of buildings • Contribution: The act of giving or doing something <p>Contributions of ancient China and Egypt</p> <table border="1" data-bbox="625 443 1423 727"> <thead> <tr> <th></th> <th>China</th> <th>Egypt</th> </tr> </thead> <tbody> <tr> <td>Written language</td> <td>Characters, symbols</td> <td>Hieroglyphics</td> </tr> <tr> <td>Inventions</td> <td>Kite, silk cloth, compass, fireworks</td> <td>Paper made from papyrus, 365-day calendar, clock</td> </tr> <tr> <td>Architecture</td> <td>Great Wall</td> <td>Pyramids</td> </tr> </tbody> </table> <p>Many inventions of ancient China and Egypt are still used today.</p>		China	Egypt	Written language	Characters, symbols	Hieroglyphics	Inventions	Kite, silk cloth, compass, fireworks	Paper made from papyrus, 365-day calendar, clock	Architecture	Great Wall	Pyramids	<p>3.1c Experiences may include but are not limited to...</p> <p>Have students conduct surveys to determine which contributions from world cultures had the greatest influence on the United States. Graph the results.</p> <p>Have students illustrate the land and contributions of ancient China, ancient Egypt, Greece, Rome, and the West African empire of Mali. Use these pictures to create a chart or diagram that show distinctions and connections between world cultures.</p>
	China	Egypt												
Written language	Characters, symbols	Hieroglyphics												
Inventions	Kite, silk cloth, compass, fireworks	Paper made from papyrus, 365-day calendar, clock												
Architecture	Great Wall	Pyramids												

RESOURCES AND ACTIVITIES

			TEACHER NOTES
<p>Great visit from Children’s Art Network – craft projects, hands-on projects for Greece, Rome, and Mali</p> <p>Barbara Spillman Lawson Books on Greece, Rome, and Mali</p> <p>Step Up To Writing Prompts - Greece and Rome</p> <p>Text p.394-395, 411</p> <p><u>What If</u> (trade book)</p> <p>Field trip Frontier Culture Museum (Ancient Mali)</p> <p>Books: http://fivepondspressbooks.com/index.html</p>	<p>Videos: Greece: Parthenon – Past and Present, how the look has changed https://www.youtube.com/parthenon</p> <p>Greece: 3D travel in Ancient Greece https://www.youtube.com/ancientgreece</p> <p>Rome: Guide to Gladiator Fight Training – BBC History https://www.youtube.com/gradiator</p> <p>Rome: Roman’s Aqueducts https://www.youtube.com/aqueducts</p> <p>Rome: The Roman Roads https://www.youtube.com/romanroads</p> <p>Rome: History of the Roman Colosseum https://www.youtube.com/colosseum</p>	<p>Rome: Ben-Hur Chariot Race https://www.youtube.com/chariot</p> <p>Mali: Intro to Mali; with Uptown Funk Song https://www.youtube.com/Mali-funk-sing</p> <p>Mali: Salt Mines National Geographic https://www.youtube.com/saltmines</p> <p>Mali: Mansa Musa https://www.youtube.com/mansamusa</p> <p>Egypt: Intro to Egypt https://www.youtube.com/egypt</p> <p>Egypt: Nile River https://www.youtube.com/nile</p> <p>Egypt: Animated history of Egypt https://www.youtube.com/animatedegypt</p>	

3.8 The student will demonstrate an understanding of different cultures and their natural, human, and capital resources in the production of goods and services.

Essential Understandings	Essential Knowledge	From Standard 3.1
<p>Resources are used to produce goods and services.</p> <p>Producers of goods and services are influenced by natural, human, and capital resources.</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • natural resources: Materials that come directly from nature (e.g., water, soil, wood, coal) • human resources: People working to produce goods and services • capital resources: Goods made by people and used to produce other goods and services (machines, tools, buildings) • producers: People who use resources to make goods and/or provide services • goods: Things that people make or use to satisfy wants • services: Activities that satisfy people’s wants <p>Ancient China was located on a large land mass. The land consisted of forests, hills, mountains, and deserts. The people of ancient China farmed, fished, mined, made pottery, and traded goods.</p> <p>Ancient Egypt was located along the Nile River in northeast Africa. Most of the land was desert. Rich soil was along the Nile River. The people of ancient Egypt farmed, fished, made crafts, and traded goods.</p> <p>Ancient Greece was located on a peninsula with mountains and hills and was surrounded by many islands and the Mediterranean Sea. Greece had limited rich soil. The people of ancient Greece built ships, fished, made pottery, and farmed.</p> <p>Ancient Rome was located next to a river. Rich soil for farming was limited. A variety of trees grew in ancient Rome. The people of ancient Rome built ships, fished, made pottery, and farmed.</p> <p>The West African empire of Mali was located in Africa. Gold was a natural resource. The people of Mali traded gold for salt.</p>	<p>3.1a Experiences may include but are not limited to... Use a map of trade routes to determine the importance of human, natural, and capital resources in ancient Greece.</p> <p>Use images of the regions of ancient China, ancient Egypt, ancient Greece, ancient Rome, and the West African empire of Mali to predict what goods and services might have been produced.</p> <p>3.1c Experiences may include but are not limited to... Gather information about the natural, human, and capital resources of ancient China, Egypt, Greece, Rome, and the West African empire of Mali. Create a graphic organizer to illustrate the location of the resources in the ancient world cultures.</p> <p>3.1g Experiences may include but are not limited to... Explain how life was different for the people in the ancient world cultures of China, Egypt, Greece, Rome, and the West African empire of Mali based on the human, natural, and capital resources available to them.</p> <p>3.1j Experiences may include but are not limited to... Use economic vocabulary such as specialization; natural, human, and capital resources; and producers, goods, and services to explain the relationship between the environment and resources in different parts of the world.</p>

3.9 The student will recognize that because people and regions cannot produce everything they want, they specialize in producing some things and trade for the rest.

Essential Understandings	Essential Knowledge	From Standard 3.1
<p>People and regions specialize because they cannot produce everything they want.</p> <p>People trade for things they need and want but do not have.</p>	<p>Specialization occurs when people focus on the production of selected goods and services.</p> <p>People and regions often specialize in the production of certain goods and services.</p> <p>Specialization encourages trade because people want goods and services that they do not have.</p> <p>People trade when individuals or groups benefit from the trade.</p>	<p>Essential Understandings from 3.1f: A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect).</p> <p>Relationships can have multiple causes and effects.</p> <p>3.1f Experiences may include but are not limited to... Explain the relationship between economic activities and physical characteristics of ancient Greece, i.e. many mountains led to farming on hillsides and the development of small, independent communities.</p> <p>Draw conclusions about why ancient civilizations traded with each other.</p>

3.10 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

Essential Understandings	Essential Knowledge	From Standard 3.1									
<p>People make choices because they cannot have everything they want.</p> <p>All choices require giving up something else (opportunity cost).</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • economic choice: The choice of or decision among alternatives or possibilities • opportunity cost: The next best choice that is given up when an economic choice is made <p>Economic decision-making requires comparing both the opportunity cost and the monetary cost of choices with the benefits.</p> <p>Economic choices</p> <table border="1" data-bbox="621 1175 1255 1406"> <thead> <tr> <th>Choices</th> <th>Choice made</th> <th>Choice given up (opportunity cost)</th> </tr> </thead> <tbody> <tr> <td>Ice cream or popcorn</td> <td>Ice cream</td> <td>Popcorn</td> </tr> <tr> <td>Toy or favorite video</td> <td>Favorite video</td> <td>Toy</td> </tr> </tbody> </table>	Choices	Choice made	Choice given up (opportunity cost)	Ice cream or popcorn	Ice cream	Popcorn	Toy or favorite video	Favorite video	Toy	<p>Essential Understandings from 3.1h: All decision involve costs and benefits.</p> <p>A cost is what you give up when you decide to do something.</p> <p>A benefit is what satisfies your wants.</p> <p>Choices involve getting more of one thing by giving up something else.</p> <p>Students make better choices when they consider the costs and benefits of their decisions.</p> <p>Decision-making models are used to make decisions for the future and to better understand the decisions people made in the past.</p> <p>3.1h Experiences may include but are not limited to... Use a decision-making model to weigh the costs and benefits of the following:</p>
Choices	Choice made	Choice given up (opportunity cost)									
Ice cream or popcorn	Ice cream	Popcorn									
Toy or favorite video	Favorite video	Toy									

	<table border="1"> <tr> <td data-bbox="621 142 848 253">Spend now or save for the future</td> <td data-bbox="848 142 1037 253">Spend now</td> <td data-bbox="1037 142 1255 253">Save for the future</td> </tr> </table>	Spend now or save for the future	Spend now	Save for the future	<ul style="list-style-type: none"> • Everyone keeps their own supplies or everyone shares their supplies. • Decisions made by characters in children’s literature related to the ancient civilizations. <p>Sample Decision-Making Model</p> <table border="1"> <tr> <td colspan="2" data-bbox="1304 362 1682 402">Decision to be made:</td> </tr> <tr> <td data-bbox="1304 402 1497 443">Benefits</td> <td data-bbox="1497 402 1682 443">Costs</td> </tr> <tr> <td data-bbox="1304 443 1497 565"></td> <td data-bbox="1497 443 1682 565"></td> </tr> </table> <p>3.1i Experiences may include but are not limited to... Make an economic choice (such as the best project materials to purchase), comparing both the opportunity cost and the monetary cost of choices with the benefits (compromising)</p>	Decision to be made:		Benefits	Costs		
Spend now or save for the future	Spend now	Save for the future									
Decision to be made:											
Benefits	Costs										

RESOURCES AND ACTIVITIES		TEACHER NOTES
Five Pond –Social Studies Text Civilizations – Pages 16-43 Economy – Pages 48-59, 69-78 Frontier Culture Museum – Everyday Living JMU GEM fair	<u>What Do People Do All Day</u> <u>On Market Street</u> <u>The Mitten</u> <u>The Lorax</u> (Dr. Seuss) <u>Curious George Takes a Job</u> <u>Pancakes, Pancakes</u> <u>Mike Mulligan and His Steam Shovel</u> <u>Just Shopping With Mom</u> <u>A Chair for My Mother</u> <u>Something Special for Me</u> <u>Ana’s New Coat</u>	

Review ALL K-3 SOLs		
Review of all concepts, end of the year assessments, and SOL testing		
Essential Understandings	Essential Knowledge	Standard
RESOURCES AND ACTIVITIES		TEACHER NOTES